DOCUMENT RESUME

ED 186 417 SP 016 048

AUTHOR Bryant, Brenda: Shinn, Earl
TITLE Follow-up Conference Assessments Impact Study.
INSTITUTION Southeastern Teacher Corps Network, Atlanta, Ga.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE Nov 79
NOTE 48p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Conferences: *Evaluation: Evaluation Methods: *Participant Satisfaction: Planning: *Program Effectiveness: Research Methodology
IDENTIFIERS Teacher Corps

ABSTRACT

The follow-up assessments contained in this document represent four conferences that were sponsored by the Southeastern Teacher Corps Network in 1977. The conferences are entitled: 1) The Parent Education Program: 2) The Learning/Listening Conference: 3) The Multicultural Education Conference: and, 4) The Inservice Education Conference and Staff Development Seminar. The surveys used to collect the data for this report were sent to participants after sixteen months and twenty-three months. To determine the impact of these events, the questionnaires explored the participants' application, development, and sharing of skills gained at the conferences. Copies of the questionnaires used are appended. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED186417

Fac
Do 79
43P

SOUTHEASTERN TEACHER CORPS NETWORK

IMPACT STUDY

Conference Report
Prepared by

Brenda Bryant
Earl Shinn

Edited by
Judith Dansker

Produced by

SOUTHEASTERN TEACHER CORPS NETWORK
GRADUATE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY
ATLANTA, GEORGIA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

November, 1979

Burnett Joiner, Executive Secretary
Charlene Patrick, Administrative Assistant for Office Operations
Judith Dansker, Administrative Assistant for Documentation and Evaluation

SP 016 048

MAY 16 1980

SOUTHEASTERN TEACHER CORPS NETWORK

FOLLOW-UP CONFERENCE ASSESSMENTS

FOR

Parent Education Program
February 20-22, 1977
Myrtle Beach Hilton Hotel
Myrtle Beach, South Carolina

Learning/Listening Conference
March 9-11, 1977
Sheraton Biltmore Hotel
Atlanta, Georgia

Multicultural Education Conference
April 17-20, 1977
Ramada Inn
Fort Walton Beach, Florida

Inservice Education Conference
and
Principals and Site Coordinators
Staff Development Seminar
October 4-6, 1977
Atlanta Townhouse Motor Inn
Atlanta, Georgia

TABLE OF CONTENTS

	Page
List of Tables	i
Preface	ii
Introduction	iii
Parent Education Program	1
Background	2
Follow-up Conference Evaluation	4
Conference Impact	4
Barriers	6
Most Useful Program Components	6
Conclusions	8
Learning/Listening Conference	9
Background	10
Follow-up Conference Evaluation	12
Conference Impact	12
Barriers	14
Most Useful Program Components	15
Conclusions	16
Multicultural Education Conference	18
Background	19
Follow-up Conference Evaluation	20
Conference Impact	20
Barriers	22
Most Useful Program Components	23
Conclusions	24
Inservice Education Conference and Principals and Site Coordinators Staff Development Seminar	25
Background	26
Follow-up Conference Evaluation	29
Conference Impact	29
Barriers	31
Most Useful Program Components	32
Conclusions	34
Appendices	35
A. Conference Follow-up Evaluation Form	36
B. Network Board of Directors	38
C. Teacher Corps Washington Staff Contact Persons	40

LIST OF TABLES

Table		Page
	Parent Education Program	
1	Ratings of Participants on Post Conference Activities	5
	Learning/Listening Conference	
2	Ratings of Participants on Post-Conference Activities	13
3	Summary of Positive Responses to Items 1-6	14
	Multicultural Education Conference	
4	Ratings of Participants on Post-Conference Activities	21
5	Summary of Positive Responses to Items 1-6	22
	Inservice Education Conference and Principals and Site Coordinators Staff Development Seminar	
6	Ratings of Participants on Post-Conference Activities	30
7	Summary of Positive Responses to Items 1-6	31

PREFACE

To those of us in the business of sponsoring conferences, an important aspect of the activity is knowing the impact of that on which we expend considerable time, energy and money on. An objective questionnaire is one means by which we can determine our effectiveness. It is not the only way, nor is it necessarily the most comprehensive. For the present, however, it serves as our basic feedback mechanism.

The issue of impact is in many ways nebulous. The professional and personal encounters that are part of the conference "experiences" have either a positive or negative effect on the individual and become part of his/her file of life experiences.

As sponsors we can define, as simply as we can, those areas that can be labeled impact with the full knowledge that they are human-made definitions of what we choose to delineate as important.

The follow-up assessments contained in this document represent four conferences - Parent Education Program; Learning/Listening Conference; Multicultural Education Conference and the Inservice Education Conference and Staff Development Seminar - that were sponsored by the Southeastern Teacher Corps Network in 1977. The surveys were sent to the participants after one year/eleven months/one year and four months respectively. To determine the impact of these events the following areas were explored: (1) application of skills; 2) development of skills; and 3) sharing of skills gained at the conference.

We have decided neither to compare nor to contrast the data from one activity to another as each conference was a self-contained event related only through the umbrella of the Network. Therefore, the data have been collected, reported and analyzed separately with conclusions drawn for each particular activity.

This material has been useful to the Network. It is our sincere wish that you also will find the contents of this report beneficial.

I. INTRODUCTION

The Southeastern Teacher Corps Network is a regional organization of Teacher Corps projects which is located in the states of Alabama, Georgia, Florida, Mississippi, and South Carolina. These projects represent cooperative educational efforts between fifteen colleges and universities and twelve local school districts (and their communities) designed to: (1) improve the educational opportunities available to children in areas where there are concentrations of low-income families; (2) encourage colleges and universities to broaden their teacher education programs and; (3) encourage higher education institutions and school districts to improve the quality of training and staff development activities offered to teachers, paraprofessionals and other personnel. The Southeastern Teacher Corps Network was established by Teacher Corps Washington to serve as a support system and to provide needs-responsive assistance to local Teacher Corps projects in achieving their project objectives.

The directors of the twelve local Teacher Corps projects comprise the Southeastern Teacher Corps Network Board of Directors. This group provides operational direction to the Network in responding to the developmental and programmatic needs of local projects. All directors serve with equal authority to establish policy, plan specific activities, and approve the use of funds assigned directly to the Network

to support inter-project activities agreed upon by participating projects. The policies and decisions made by the Network Board of Directors are subject to operational rules, regulations and policies issued by the coordinating funding agent, Atlanta University, and Teacher Corps Washington.

A Follow-Up Assessment of the

PARENT EDUCATION PROGRAM

February, 1977

BACKGROUND

From February 20-22, 1977, the Southeastern Teacher Corps Network conducted a Parent Education Conference in Myrtle Beach, South Carolina. In attendance were participants from the Network's nine projects. The purpose of the program was to explore models for and issues surrounding the development of strategies for parent involvement in schools.

The conference was planned by three members of the Network's Board of Directors. Sessions included:

- Successful Parenting
- Parent Education - Bridging the Gap
- A Home Visitation Approach to Parent Involvement
- Home-School Institute Model
- Project Team Planning (5 hours)

Jackie Heinberg, Margie Marcil, Dorothy Rich, Edward Turner, and Antoinette Washington conducted or facilitated the sessions and acted as resource persons for project team-planning activities.

One year after the Parent Education Conference was held, the Network mailed follow-up questionnaires to all persons who had attended the program. Participants were asked to rate on a three-point scale six statements relative to actions taken as a result of the conference. Two open-ended questions were included in the questionnaire. One asked, "If you were unable to use or apply what you learned at the conference, please state why." The other requested that participants list, in

retrospect, the program components which proved to be most useful. A copy of the evaluation form appears in Appendix A.

FOLLOW-UP CONFERENCE EVALUATION

The Parent Education Program was attended by forty-seven persons. Seventeen of those participants responded one year later to an eight item follow-up questionnaire. The response rate was thirty-six percent (36%). A summary and analysis of those responses follow.

Conference Impact

The first six items on the questionnaire asked participants to indicate actions they had taken as a result of their attendance at the Parent Education Program. For each option listed on the form participants could respond:

- 1 - No
  This is not an action I have taken.
- 2 - Some, In part
  I have made some effort to try this action.
- 3 - Yes
  This action has been a significant result of my conference participation.

Table 1 contains the responses (ratings) of seventeen participants.

Table 1

Ratings of Participants on Post-Conference Activities

	1	2	3
1. Referred to notes or conference materials	0	5(30%)	12(70%)
2. Engaged in further study of the topic on my own	2(13%)	4(23%)	11(64%)
3. Used what I learned in my role with Teacher Corps	1(6%)	7(44%)	8(50%)
4. Informed colleagues about the conference	0	5(30%)	12(70%)
5. Initiated activities to teach others what I learned	4(23%)	6(36%)	7(41%)
6. Attended a follow-up session related to the conference.	5(30%)	1(6%)	11(64%)

Most participants in the Parent Education Program have taken some action as a result of their attendance at the conference. The impact of the conference was demonstrated by participants most often 1) through the use of materials obtained during the program (100%) and 2) by informing colleagues about the conference (100%). Nearly all the participants have continued their study of parent education (87%) and most have been able to use what they learned in their jobs with Teacher Corps (94%). Slightly fewer participants initiated activities to teach others what they had learned at the conference (77%) or attended follow-up parent education programs (70%).

Participants in the Parent Education Program found the experience useful and applicable. They were able to grow personally and/or professionally as a result of the program, and many shared their experience with others. The actions taken least frequently by participants were those that required organized planning and follow-up, teaching others and seeking additional training. Actions that were individually initiated and that required little support were most common as a result of the workshop.

Barriers

On item 7 of the questionnaire participants were asked, "If you were unable to use or apply what you learned at the conference, please state why." Only three participants responded to the question to explain why the conference had little impact on them. Two participants identified the structure of their projects as the reason they found much of their learning inapplicable back home. The models presented in the program were not useful in the project settings. A third participant said that program learnings were not applied because parent education is not a focus of the project.

Most Useful Program Components

Eleven participants repsonded to the question, "What do you think was the most useful part of the program?" Most of the comments stressed the importance of the content and methods for parent/community programs presented by speakers. Nine participants indicated that they had been able to use the information or materials in their work and most of those

comments suggested that skills in dealing directly with parents were the most important benefits of the workshop. Two participants stressed the importance of being able to meet and talk with other participants and with consultants; one participant was pleased to learn more about Teacher Corps.

The most enthusiastic response from a participant is excerpted below:

> As for me, I had been working on the parenting program for about four years and this conference gave me a booster to keep going. It enabled us to put on a really successful one-day meeting with members and friends of the Baptist Churches relative to parenting. A partial repeat of the program was given in a two-day meeting. We shared ideas with Teacher Corps and interested parent-child study groups. A conservative estimate of 325 people were contacted directly and the impact should have reached 22 communities in the county.

CONCLUSION

Given the follow-up response rate of thirty-six percent (36%), it is difficult to generalize about the impact of the Parent Education Program. Nearly all participants who did respond were very enthusiastic and were able to apply what they had learned. It is evident from the responses that these participants are anxious to attend programs that emphasize practical, project-related knowledge and skills.

It is probably unrealistic to expect many participants to organize and initiate large-scale activities as a result of a two-day program. When such an impact is intended, follow-up and support from the Network or from within projects is necessary. Conference objectives and activities should stress intended outcomes and expectations for back-home implementation and continued guidance or assistance should be part of the training strategy.

If higher follow-up response rates are desirable for the Network, more attention should be given to this effort. Participants should leave the conference knowing they will be contacted later. The purpose of the follow-up assessment should be clear and the assessment staff should consider a follow-up call to persons not returning the questionnaire to remind them that their input is valuable and needed.

A Follow-Up Assessment of the

LEARNING/LISTENING CONFERENCE

March, 1977

BACKGROUND

From March 9-11, 1977 the Southeastern Teacher Corps Network conducted a Learning/Listening Conference in Atlanta, Georgia. The workshop was designed to provide training in the development and use of mediated productions (learning and listening centers) in the classroom. Specific objectives for participants were to:

- Develop a plan for using listening stations to develop reading skills;
- Exhibit mastery of the technical equipment needed to prepare materials for listening stations;
- Prepare an original presentation for a listening station; and
- Demonstrate learning centers that had been prepared and used in their projects (show and tell).

The program was largely experiential, allowing teams to work together. Presentations and demonstrations included:

- Production of learning/listening centers
- Production of animated movies
- Demonstration of learning/listening centers
- Audio-taping and center visitation
- Team activities

The conference was attended by three representatives from each project and included representatives from the institution of higher education, principals, teachers, and special educators. Dr. Herb Karl and Ms. Grace Bullock were responsible for the major presentations.

On February 15, 1978, eleven months after the conference, participants received a follow-up questionnaire by mail. Participants were asked to rate, on a three-point scale, the extent to which they had applied conference learning in six areas: using materials, continuing independent study, using ideas on the job, informing colleagues of learning, teaching others what was learned at the conference, and attending training sessions. In two open-ended questions participants were asked to indicate if they were unable to use or apply what they had learned at the conference and the reason for this. They were also asked to list, in retrospect, the conference components which proved to be most useful. A copy of the evaluation form is in Appendix A.

FOLLOW-UP CONFERENCE EVALUATION

The Learning/Listening Conference was attended by sixty-eight persons. Twenty-three of those participants responded eleven months later to an eight-item follow-up questionnaire. The response rate was thirty-three percent (33%). A summary and analysis of those responses follow.

Conference Impact

The first six items on the questionnaire asked participants to indicate actions they had taken as a result of their attendance at the Learning/Listening Conference. For each option listed on the form participants could respond:

- 1 - No
  This is not an action I have taken.
- 2 - Some, In part
  I have made some effort to try this action.
- 3 - Yes
  This action has been a significant result of my conference participation.

Table 2 contains the responses (ratings) of twenty-three participants.

Table 2

Ratings of Participants on Post-Conference Activities

	1	2	3
1. Referred to notes or conference materials	1(5%)	5(24%)	15(71%)
2. Engaged in further study of the topic on my own	4(20%)	7(35%)	9(45%)
3. Used what I learned in my role with Teacher Corps	2(10%)	4(20%)	14(70%)
4. Informed colleagues about the conference	1(5%)	4(20%)	15(75%)
5. Initiated activities to teach others what I learned	5(25%)	11(55%)	4(20%)
6. Attended a follow-up session related to the conference	8(40%)	1(5%)	11(55%)

In examining the items receiving the most "yes" responses (column 3), it is evident that participants most often demonstrated the impact of the Learning/Listening Conference by 1) informing colleagues about the experience (75%), 2) using conference materials (71%), and 3) applying new skills or knowledge on the job (70%). Fifty-five percent (55%) of the participants have attended follow-up sessions to continue to gain skills, and forty-five percent (45%) of the participants have continued independent study on their own. Only four participants (20%) have attempted to teach what they learned to others in any kind of formal or comprehensive way.

When all positive "yes" responses (2 and 3) are collapsed, a slightly different pattern emerges (see Table 2).

Table 3

Summary of Positive Responses to Items 1-6

Item	Percent Positive
1. Informed colleagues about the conference	95
2. Referred to notes or conference materials	95
3. Used what I learned in my role with Teacher Corps	90
4. Engaged in further study of the topic on my own	80
5. Initiated activities to teach others what I learned	75
6. Attended a follow-up session related to the conference	60

Over half the participants made some effort to follow up on the activities of the conference (see Table 2, items 4-6). Nearly all participants found the conference ideas and materials useful and applicable at the project level (see Table 2, items 1-3).

Barriers

On item 7 of the follow-up survey participants were asked, "If you were unable to use or apply what you learned at the conference, please state why." Four participants responded to the statement and three of the four cited lack of opportunity and lack of equipment as reasons for their inability to implement the workshop ideas. One participant was critical of the absence of information prior to the workshop and felt that he/she,

therefore, was unable to be fully prepared for the activities and for taking useful products back home.

Most Useful Program Components

Eight participants responded to the question. "What do you think was the most useful part of the program?" Their ten statements are summarized below:

The most useful program components were:

- Making animated pictures (4)
- Using cameras and slide/sound stories (2)
- Making tangible products (1)
- Working with the project team (1)
- Meeting with other participants (1)
- Sharing materials (1)

Clearly participants who responded to item 8 were most pleased with the practical, useful, experiential nature of the workshop. They were anxious to take their products home and their statements suggested that these participants felt they had mastered a skill that would have a number of future applications.

CONCLUSION

With a response rate of thirty-three percent (33%), it is difficult to generalize from the data provided through the follow-up questionnaire. Participants who did respond were generally quite positive and were able to use what they learned. Some suggestions can be drawn from their ratings and written statements:

1. Invite to future workshops of this type persons from the project (teachers, interns, aides, curriculum specialists, supervisors) who are most likely to employ the skills acquired at the workshop.
2. Provide alternative sessions for personnel who do not have access to similar equipment in their schools when technical equipment is required for application of learning.
3. Continue providing programs which have an immediate practical application, as did the Learning/Listening Conference.
4. Conclude conferences of this type with suggestions for the use of the ideas and skills. If participants are expected to teach their new skill to others or to continue improving their own skills, conference leaders might make recommendations as to how these follow-up activities might be undertaken.

5. Continue the practice of encouraging participants to work with their project teams and with other participants. Group activities appear to have a pay off in learning.

A Follow-Up Assessment of the

MULTICULTURAL EDUCATION CONFERENCE

APRIL, 1977

BACKGROUND

From April 17-20, 1977, the Southeastern Teacher Corps Network conducted a Multicultural Education Conference in Fort Walton Beach, Florida. One year later participants in the conference received a follow-up questionnaire by mail. Participants were asked to rate on a three-point scale the extent to which they had applied conference learning in six areas: using materials, continuing independent study, using ideas on the job, informing colleagues about the conference, teaching others what was learned at the conference, and attending additional training sessions. In two open-ended questions participants were asked to consider the impact of the conference on them. If they were unable to use or apply what they learned at the conference, they were asked to state the reason. They were also asked to list the components of the program which had proven to be most useful. A copy of the evaluation form is in Appendix A.

FOLLOW-UP CONFERENCE EVALUATION

The Multicultural Education Conference was attended by representatives from the Network's twelve projects. Twenty-three persons responded one year after the conference to an eight-item questionnaire. A summary and analysis of those responses follow.

Conference Impact

The first six items on the questionnaire asked participants to indicate actions they had taken as a result of their attendance at the Multicultural Education Conference. For each option listed on the form participants could respond:

- 1 - No
  This is not an action I have taken.
- 2 - Some, In part
  I have made some effort to try this action.
- 3 - Yes
  This action has been a significant result of my participation.

Table 4 contains the responses (ratings) of twenty-three participants.

Table 4

Ratings of Participants on Post-Conference Activities

	1	2	3
1. Referred to notes or conference materials	0	4(17%)	19(83%)
2. Engaged in further study of the topic on my own	0	6(26%)	17(74%)
3. Used what I learned in my role with Teacher Corps	1(4%)	5(22%)	17(74%)
4. Informed colleagues about the conference	0	3(13%)	20(87%)
5. Initiated activities to teach others what I learned	1(4%)	9(39%)	13(57%)
6. Attended a follow-up session related to the conference	1(4%)	5(22%)	17(74%)

In examining the items receiving the most "yes" responses (column 3), it is evident that participants often demonstrated or applied their learning from the Multicultural Education Conference by 1) informing colleagues about the experience (87%), and 2) using conference notes or materials (83%). Seventy-four percent (74%) of the participants engaged in further independent study of multicultural education, used what they learned on their jobs with Teacher Corps, and attended additional training sessions on a similar topic. The lowest number of participants, fifty-seven percent (57%), attempted to structure opportunities to teach others what they had learned at the conference.

When all positive responses (columns 2 and 3) are collapsed, it is evident that nearly everyone who responded to the follow-up questionnaire had made some effort to take every action listed in the six items (see Table 5).

Table 5

Summary of Positive Responses to Items 1-6

Item	Percent Positive
1. Informed colleagues about the conference	100
2. Referred to notes or conference materials	100
3. Engaged in further study of the topic on my own	100
4. Used what I learned in my role with Teacher Corps	96
5. Attended a follow-up session related to the conference	96
6. Initiated activities to teach others what I learned	96

For those persons responding to the follow-up questionnaire the Multicultural Education Conference had a tremendous impact. Nearly every participant used conference materials, continued to study and to share learning with others, and applied learning on the job.

Barriers

On item 7 of the follow-up survey participants were asked, "If you were unable to use or apply what you learned at the conference, please state why." Four participants responded to the statement and two of the four cited lack of opportunity as the reason they were unable to implement the workshop ideas. One participant stated that his/her knowledge and skill was not yet sufficient to apply the learning and one person attributed inaction to lack of involvement with Teacher Corps. Clearly

participants saw few barriers to the application of conference learning; none saw barriers that could not be overcome.

Most Useful Program Components

Twenty-two participants responded to the question, "What do you think was the most useful part of the program?" Their statements are summarized below:

- Awareness building, broadening of perspectives on multicultural education (5)
- All components (4)
- Evaluating and discussing multicultural materials (3)
- A/B relationship model (1)
- Math session (1)
- Relationship of this conference to inservice (1)
- Lectures (1)
- The follow-up conference in our state (1)
- Classroom techniques (1)
- Boyer (1)
- Grant (1)
- Gray (1)

For the participants who responded to the follow-up questionnaire, the Multicultural Conference was a useful experience. In general the conference was beneficial in two ways. For some, the conference served to build awareness and to broaden participants' understanding of multicultural education. For others, the conference had very practical payoffs by offering participants techniques and materials they could use back home.

CONCLUSION

Clearly, the conference participants felt satisfied with the knowledge and awareness they gained as a result of attending the Multicultural Education Conference. The high percentage of positive, assertive activities that participants employed after the conference, as evidenced in Table 1, is an indicator of the stimulation that the conference provided.

Note that the areas of awareness building and broadening of perspectives on multicultural education had the highest rating as the most useful part of the program in retrospect. This would suggest that while there is an increased demand on educators to be sensitive to multicultural education, the resources are either not readily available or the initiative has not been taken by those in the field.

Thus, the evaluation would infer that the conference was successful and filled an important information gap.

A Follow-Up Assessment of the

INSERVICE EDUCATION CONFERENCE

AND

PRINCIPALS AND SITE COORDINATORS

STAFF DEVELOPMENT SEMINAR

OCTOBER, 1977

BACKGROUND

From October 4-6, 1977, the Southeastern Teacher Corps Network conducted an Inservice Education Conference and a Principals and Site Coordinators Staff Development Seminar in Atlanta, Georgia. In attendance were teachers, project directors, program development specialists, principals and site coordinators from the Network's twelve projects. The purpose of the program was to explore models for and issues surrounding the delivery of inservice education and staff development training.

The inservice education portion of the conference was planned by three directors, John Bullock, Mae Christian, Sinclair Lewis, and the Executive Secretary, Burnett Joiner. The staff development seminar was designed by one director, U. Eugene George, one principal, Sam Drew, a member of the Network Staff, Earl "Trip" Shinn, and the Executive Secretary, Burnett Joiner.

Sessions attended by all participants included:

- An Introduction to Four Exemplary Southeastern Teacher Corps Models for the Delivery of Inservice Education and Staff Development Training.
  - University of Florida/Alachua County Schools Teacher Corps Project
  - Atlanta Teacher Corps Consortium/Atlanta Public Schools
  - Florida State University/Florida A&M University/Leon County Schools Teacher Corps Project

. University of South Florida/Hillsborough County Schools Teacher Corps Project

Sessions for teachers, directors and program development specialists included:

. An Analysis of Four Reports on Inservice Education
  . Western Washington State College
  . Fordham University
  . Washington West School District, Vermont
  . Arlington Public Schools

Session for principals and site coordinators included:

. Teacher Corps - Local, Regional, and National Network Activities - Roles and Role Relationships
. Collaborative Decision-Making - What Is It?
. Collaborative Decision-Making - A Tool for Building Trust, Commitment and Ownership
. Importance of Interpersonal Relationships to the Success of Project Activities

Mae Christian, John Bullock, Suzanne Kinzer, Anne Wheeler, Lee Ann Truesdell, Sinclair Lewis, Sam Drew, Carl Carpenter, and William Carter conducted or facilitated the sessions. The presentation format included lectures, discussions, role group meetings, and project team meetings. During days one and two of the conference all participants met together; on day three they were divided into two groups according to role.

Four months after the Inservice Education Conference and Staff Development Seminar was held, the Southeastern Network

mailed follow-up questionnaires to persons who had attended the program. Participants were asked to use a three-point scale to rate the extent to which they had applied or followed up on conference learning in six areas: using materials, continuing independent study, using ideas on the job, informing colleagues of their learning, teaching others what was learned at the conference,and attending additional training activities. The last two questions were open-ended and sought to explore whether the conference materials were useful and if it was not, the reason why. A copy of the evaluation form is in Appendix A.

FOLLOW-UP CONFERENCE EVALUATION

At the conclusion of the conference twenty-three persons completed the evaluation form. The follow-up questionnaire was answered by twenty-seven participants indicating a high response rate. A summary of participants' ratings and comments follows.

Conference Impact

The first six items on the questionnaire asked participants to indicate actions they had taken as a result of their attendance at the Inservice Education Conference and the Staff Development Seminar. For each item listed on the form participants could respond:

- 1 - No
  This is not an action I have taken.
- 2 - Some, In part
  I have made some effort to try this action.
- 3 - Yes
  This action has been a significant result of my conference participation.

Table 6 contains the responses (ratings) of twenty-seven participants.

Table 6

Ratings of Participants on Post-Conference Activities

	1	2	3
1. Referred to notes or conference materials	3(11%)	4(15%)	19(74%)
2. Engaged in further study of the topic on my own	5(18%)	6(23%)	16(59%)
3. Used what I learned in my role with Teacher Corps	5(18%)	7(26%)	15(56%)
4. Informed colleagues about the conference	1(4%)	10(37%)	16(59%)
5. Initiated activities to teach others what I learned	8(23%)	9(33%)	10(37%)
6. Attended a follow-up session related to the conference	5(18%)	4(14%)	18(68%)

In examining the items receiving the most Yes responses (Column 3), it is evident that participants most often demonstrated their learning from the Inservice Education Workshop and Staff Development Seminar by 1) referring to notes or conference materials (74%) and 2) attending a follow-up session related to the conference(68%). Fifty-nine percent (59%) of the participants have engaged in further independent study, fifty-nine percent (59%) have made a substantial effort to inform colleagues about the program, fifty-six percent (56%) have applied what they learned in their Teacher Corps roles. Participants have given least attention to teaching others the skills and knowledge they acquired as indicated by thirty-seven percent (37%) of the attendees giving this item a rating of three.

When all positive, "yes" responses (columns 2 and 3) are collapsed, a slightly different pattern of activity emerges (see Table 7).

Table 7

Summary of Positive Responses to Items 1-6

Item	% Positive
1. Informed colleagues about the conference	96
2. Referred to notes or conference materials	89
3. Engaged in further study of the topic on my own	82
4. Used what I learned in my role with Teacher Corps	82
5. Attended a follow-up session related to the conference	82
6. Initiated activities to teach others what I learned	70

Participants in the Inservice Education Conference and Staff Development Seminar have made considerable efforts to apply their learnings from the conference and to continue studying. Table 6 indicates that most follow-up efforts have involved the use of conference materials and attendance at additional training programs. However, Table 7 indicates that at least minimal attention has been given to follow-up on all six items referred to in the questionnaire.

Barriers

On item 7 of the follow-up questionnaire participants were asked, "If you were unable to use or apply what you learned at the conference, please state why." Six persons responded to the statement and four cited the feeling that the knowledge gained, while interesting, was not applicable nor likely to lead to action at the project level. The

knowledge was good for knowledge sake," to quote one responder. One participant indicated that the information was not new; one cited his/her lack of involvement with Teacher Corps as the reason for failure to apply conference learning.

Most Useful Program Components

Twenty-two participants responded to the question, "What do you think was the most useful part of the program?" Their twenty-six responses can be summarized in nine statements.

- Meeting and working with other project teams (12)
- Role group discussions (4)
- Presentation of inservice training models (3)
- Consultants (2)
- Needs-assessment chart (1)
- Organization plan for school improvement (1)
- Focus on problems and solutions (1)
- Site visit (1)
- All of it (1)

It is evident that the participants who responded to item 8 benefited the most from working and sharing with Teacher Corps project teams to address actual, project-related problems and issues surrounding the delivery of inservice education. The opportunity to interact with other participants in teams and in role groups was critical to the effectiveness of the conference. Some specific tools and printed materials were also mentioned and added to participants' understanding of and appreciation for ideas which were presented. Several

participants mentioned the University of Florida/Alachua County presentation as the most effective delivery and most useful content of all the sessions.

CONCLUSION

On the final day of the Inservice Education Conference and Staff Development Seminar, participants were asked to identify the most valuable parts of the program. At that time participants cited models for inservice and project presentations as the most valuable activities. On the follow-up questionnaire these two items along with role group discussions were again cited with most mention being made of project team presentations. Clearly, the opportunity to work with persons in the field who are involved in similar activities and challenges is of primary importance to attendees.

Comments also suggest that participants are interested in project-related, problem-centered conferences where the program provides flexibility for both presenters and participants to work on action strategies for application back home. Interactive, problem-centered sessions are cited as helpful, in retrospect, far more often than lecture-type sessions where a body of content is presented.

Finally, it is evident that participants are interested in continuing their learning about inservice education and staff development. The need for such programming is evidenced by the fact that eighty-two percent (82%) of the participants have attended some additional training activities on the subject. The Network might consider giving attention to this topic again in the future.

APPENDIX A

Conference Follow-Up Evaluation Form

FOLLOW-UP QUESTIONNAIRE

Dear _____

On _____, you attended a conference titled _____ sponsored by the Southeastern Teacher Corps Network. Please answer the following questions about the conference to help us determine its impact on individuals or local projects.

1 - No
2 - Some, in part
3 - Yes

After returning from the conference to the project I have

1. Referred to notes or conference materials. 1 2 3

2. Engaged in further study of the topic on my own. 1 2 3

3. Used what I learned in my role with Teacher Corps. 1 2 3

4. Informed colleagues about the conference. 1 2 3

5. Initiated activities to teach others what I learned. 1 2 3

6. Attended a follow-up session related to the conference. 1 2 3
   (Faculty meeting, another conference, Teacher Corps activity, etc.)

7. If you were unable to use or apply what you learned at the conference, please state why. (Lack of interest, not relevant at this time, had no opportunity, knowledge or skill not yet sufficient, did not gain applicable knowledge or skill at conference -- these are some possible answers.)

8. At this time, what do you think was the most useful part of the program?

APPENDIX B

Network Board of Directors

NETWORK BOARD OF DIRECTORS

Dr. John Bullock

Dr. Mae A. Christian

Dr. Willie Epps

Dr. Howard Fortney

Dr. U. Eugene George

Dr. John Hansen

Dr. Amos Isaac

Dr. Suzanne Kinzer

Dr. Sinclair Lewis

Dr. Joseph Martin

Dr. Edith Miller

Dr. Robert Scott, Jr.

APPENDIX C

Teacher Corps Washington
Staff Contact Persons

DR. WILLIAM SMITH, DIRECTOR
NATIONAL TEACHER CORPS PROJECT

MS. DIANE YOUNG, PROGRAM SPECIALIST
SOUTHEASTERN TEACHER CORPS NETWORK